

# Communication Arts

## Grade-Level Expectations

Missouri Department of Elementary and Secondary Education  
October 18, 2004

1 Develop and apply skills and strategies to the reading process										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
<b>A</b>	Demonstrate basic <b>concepts of print</b> <ul style="list-style-type: none"> <li>• directionality</li> <li>• print tells story</li> <li>• word by word matching</li> </ul>	Demonstrate concepts of print <ul style="list-style-type: none"> <li>• upper- and lower-case letters</li> <li>• first and last letters in words</li> <li>• spaces between words</li> <li>• letter and word order</li> <li>• punctuation has meaning</li> </ul>								
Print Concepts										
ST	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6								
FR	I 1a, K-4	I 1a, K-4								
<b>B</b>	Develop ability to hear and say separate sounds ( <b>phonemes</b> ) in words ( <b>phonemic awareness</b> ) <ul style="list-style-type: none"> <li>• produce rhyming words</li> <li>• isolate consonant sounds</li> <li>• blend onset and rime</li> <li>• blend spoken phonemes</li> </ul>	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> <li>• separate and say sounds in words</li> <li>• blend sounds to form words</li> <li>• replace beginning and ending sounds to form new words</li> </ul>								
Phonemic Awareness										
ST	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6								
FR	I 1b, K-4	I 1b, K-4								
<b>C</b>	Develop alphabet and phonics knowledge <ul style="list-style-type: none"> <li>• by demonstrating an awareness that letters represent sounds (<b>phonics</b>) and a string of letters represent words</li> <li>• name most letters</li> <li>• say sounds associated with most letters</li> <li>• write letter that goes with spoken sound</li> </ul>	Develop and apply <b>decoding strategies</b> to “problem-solve” regularly spelled one- or two-syllable words when reading	Develop and apply decoding strategies to “problem-solve” unknown words when reading	Apply decoding strategies to independently “problem-solve” unknown words when reading	Apply decoding strategies to “problem-solve” unknown words when reading	Apply decoding strategies to “problem-solve” unknown words when reading	Apply decoding strategies to “problem-solve” unknown words when reading	Apply decoding strategies to “problem-solve” unknown words when reading	Apply decoding strategies to “problem-solve” unknown words when reading	Apply decoding strategies to “problem-solve” unknown words when reading
Phonics										
ST	CA 2, 3 1.6	CA 2, 3 1.6	CA 2, 3 1.6	CA 2, 3 1.6	CA 2, 3 1.6	CA 2, 3 1.6	CA 2, 3 1.6	CA 2, 3 1.6	CA 2, 3 1.6	CA 2, 3 1.6
FR	I 1a & e, II 2h, K-4	I 1a & e, II 2h, K-4	I 1a & e, II 2h, K-4	I 1a & e, II 2h, K-4	I 1a & e, II 2h, K-4	I 6b, 5-8	I 6b, 5-8	I 6b, 5-8	I 6b, 5-8	I 6b, 9-12

1 Develop and apply skills and strategies to the reading process - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
<b>D</b>	Read simple text <ul style="list-style-type: none"> <li>containing a small bank of <b>high-frequency words</b></li> <li>consisting of <b>environmental print</b></li> </ul>	Read grade-level instructional text <ul style="list-style-type: none"> <li>by developing <b>automaticity</b> of an increasing core of high-frequency words</li> <li>with appropriate phrasing and expression</li> </ul>	Read grade-level instructional text with <b>fluency</b> , accuracy and expression	Read grade-level instructional text <ul style="list-style-type: none"> <li>with fluency, accuracy and expression</li> <li>adjusting <b>reading rate</b> to difficulty and type of text</li> </ul>	Read grade-level instructional text <ul style="list-style-type: none"> <li>with fluency, accuracy and expression</li> <li>adjusting reading rate to difficulty and type of text</li> </ul>	Read grade-level instructional text <ul style="list-style-type: none"> <li>with fluency, accuracy and expression</li> <li>adjusting reading rate to difficulty and type of text</li> </ul>	Read grade-level instructional text <ul style="list-style-type: none"> <li>with fluency, accuracy and appropriate expression</li> <li>adjusting reading rate to difficulty and type of text</li> </ul>	Read grade-level instructional text <ul style="list-style-type: none"> <li>with fluency, accuracy and appropriate expression</li> <li>adjusting reading rate to difficulty and type of text</li> </ul>	Read grade-level instructional text <ul style="list-style-type: none"> <li>with fluency, accuracy and appropriate expression</li> <li>adjusting reading rate to difficulty and type of text</li> </ul>	Read grade-level instructional text <ul style="list-style-type: none"> <li>with fluency, accuracy and appropriate expression</li> <li>adjusting reading rate to difficulty and type of text</li> </ul>
ST	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5
FR	I 1c, & e, 6d, K-4	I 1c, & e, 6d, K-4	I 1c, & e, 6d, K-4	I 1c, & e, 6d, K-4	I 1c, & e, 6d, K-4	I 5a, 5-8	I 5a, 5-8	I 5a, 5-8	I 5a, 5-8	
<b>E</b>	Develop <b>vocabulary</b> by listening to and discussing unknown words in stories	Develop vocabulary through text, using <ul style="list-style-type: none"> <li><b>base words</b></li> <li><b>classroom resources</b></li> </ul>	Develop vocabulary through text, using <ul style="list-style-type: none"> <li>base words</li> <li>classroom resources</li> <li><b>context clues</b></li> </ul>	Develop vocabulary through text, using <ul style="list-style-type: none"> <li>base words</li> <li>synonyms and antonyms</li> <li>context clues</li> <li>glossary</li> <li>dictionary, with assistance</li> </ul>	Develop vocabulary through text, using <ul style="list-style-type: none"> <li>root words and <b>affixes</b></li> <li>synonyms and antonyms</li> <li>context clues</li> <li>glossary and dictionary</li> </ul>	Develop vocabulary through text, using <ul style="list-style-type: none"> <li>roots and affixes</li> <li>context clues</li> <li>glossary and dictionary</li> </ul>	Develop vocabulary through text, using <ul style="list-style-type: none"> <li>roots and affixes</li> <li>context clues</li> <li>glossary, dictionary and thesaurus</li> </ul>	Develop vocabulary through text, using <ul style="list-style-type: none"> <li>roots and affixes</li> <li>context clues</li> <li>glossary, dictionary and thesaurus</li> </ul>	Develop vocabulary through text, using <ul style="list-style-type: none"> <li>roots and affixes</li> <li>context clues</li> <li>glossary, dictionary and thesaurus</li> </ul>	Develop vocabulary through text, using <ul style="list-style-type: none"> <li>roots and affixes</li> <li>context clues</li> <li>glossary, dictionary and thesaurus</li> </ul>
ST	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6
FR	I 6d, 1e, K-4	I 1e, 6d, K-4	I 1e, 6d, K-4	I 1e, 6d, K-4	I 1e, 6d, K-4	I 6b, d, 5-8	I 6b, d, 5-8	I 6b, d, 5-8	I 6b, d, 5-8	I 5c, 6b, 9-12

1 Develop and apply skills and strategies to the reading process - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
<b>F</b>	Pre-Reading	Develop and apply, with assistance, <b>pre-reading strategies</b> to aid comprehension	Develop and apply, with assistance, pre-reading strategies to aid comprehension	Develop and apply pre-reading strategies to aid comprehension	Apply pre-reading strategies to aid comprehension	Apply pre-reading strategies to aid comprehension	Apply pre-reading strategies to aid comprehension	Apply pre-reading strategies to aid comprehension	Apply pre-reading strategies to aid comprehension	Apply pre-reading strategies to aid comprehension
		<ul style="list-style-type: none"> <li>access prior knowledge</li> <li>preview text and picture</li> <li>make general prediction</li> </ul>	<ul style="list-style-type: none"> <li>access prior knowledge</li> <li>preview</li> <li>predict with evidence</li> <li>set a purpose for reading, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>access prior knowledge</li> <li>preview</li> <li>predict and confirm or reject</li> <li>set a purpose for reading</li> </ul>	<ul style="list-style-type: none"> <li>access prior knowledge</li> <li>preview</li> <li>predict</li> <li>set a purpose for reading</li> </ul>	<ul style="list-style-type: none"> <li>access prior knowledge</li> <li>preview</li> <li>predict</li> <li>set a purpose and rate for reading</li> </ul>	<ul style="list-style-type: none"> <li>access prior knowledge</li> <li>preview</li> <li>predict</li> <li>set a purpose and rate for reading</li> </ul>	<ul style="list-style-type: none"> <li>access prior knowledge</li> <li>preview</li> <li>predict</li> <li>set a purpose and rate for reading</li> </ul>	<ul style="list-style-type: none"> <li>access prior knowledge</li> <li>preview</li> <li>predict</li> <li>set a purpose and rate for reading</li> </ul>	<ul style="list-style-type: none"> <li>access prior knowledge</li> <li>preview</li> <li>predict</li> <li>set a purpose and rate for reading</li> </ul>
ST	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6	CA 2, 3 1.5 & 1.6
FR	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 6a, 5-8	I 6a, 5-8	I 6a, 5-8	I 6a, 5-8	I 4b, 9-12
<b>G</b>	During Reading	During reading or <b>read-alouds</b> , develop and utilize, with assistance, strategies to	During reading, develop and utilize, with assistance, strategies to	During reading, develop and utilize strategies to	During reading, utilize strategies to	During reading, utilize strategies to	During reading, utilize strategies to	During reading, utilize strategies to	During reading, utilize strategies to	During reading, utilize strategies to
		<ul style="list-style-type: none"> <li>self-question and correct</li> <li><b>infer</b></li> <li><b>predict</b> and check using <b>cueing systems</b> <ul style="list-style-type: none"> <li>&gt; meaning</li> <li>&gt; structure</li> <li>&gt; visual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>self-question and correct</li> <li>infer</li> <li>predict and check using cueing systems <ul style="list-style-type: none"> <li>&gt; meaning</li> <li>&gt; structure</li> <li>&gt; visual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>self-question and correct</li> <li>infer</li> <li>predict and check using cueing systems <ul style="list-style-type: none"> <li>&gt; meaning</li> <li>&gt; structure</li> <li>&gt; visual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>self-question and correct</li> <li>infer</li> <li>visualize</li> <li>predict and check using cueing systems <ul style="list-style-type: none"> <li>&gt; meaning</li> <li>&gt; structure</li> <li>&gt; visual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>self-question and correct</li> <li>infer</li> <li>visualize</li> <li>predict and check using cueing systems <ul style="list-style-type: none"> <li>&gt; meaning</li> <li>&gt; structure</li> <li>&gt; visual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>self-question and correct</li> <li>infer</li> <li>visualize</li> <li>predict and check using cueing systems <ul style="list-style-type: none"> <li>&gt; meaning</li> <li>&gt; structure</li> <li>&gt; visual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>self-question and correct</li> <li>infer</li> <li>visualize</li> <li>predict and check using cueing systems <ul style="list-style-type: none"> <li>&gt; meaning</li> <li>&gt; structure</li> <li>&gt; visual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>self-question and correct</li> <li>infer</li> <li>visualize</li> <li>predict and check using cueing systems <ul style="list-style-type: none"> <li>&gt; meaning</li> <li>&gt; structure</li> <li>&gt; visual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>self-question and correct</li> <li>infer</li> <li>visualize</li> <li>predict and check using cueing systems <ul style="list-style-type: none"> <li>&gt; meaning</li> <li>&gt; structure</li> <li>&gt; visual</li> </ul> </li> </ul>
ST	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6	CA 2,3 1.5 & 1.6
FR	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 6a-c, 5-8	I 6a-c, 5-8	I 6a-c, 5-8	I 6a-c, 5-8	I 6c, 9-12
<b>H</b>	Post-Reading	Develop and demonstrate, with assistance, <b>post-reading skills</b> after reading or read-alouds to <b>respond to text</b>	Develop and apply post-reading skills to respond to text	Apply post-reading skills to identify the <b>main idea</b> and <b>supporting details</b>	Apply post-reading skills to identify and explain the relationship between the main idea and supporting details	Apply post-reading skills to comprehend text	Apply post-reading skills to comprehend and interpret text	Apply post-reading skills to comprehend and interpret text	Apply post-reading skills to comprehend and interpret text	Apply post-reading skills to comprehend and interpret text
		<ul style="list-style-type: none"> <li>question to clarify</li> <li><b>retell</b></li> <li><b>analyze</b></li> <li><b>draw conclusions</b></li> </ul>	<ul style="list-style-type: none"> <li>question to clarify</li> <li>retell</li> <li><b>reflect</b></li> <li><b>analyze</b></li> <li><b>draw conclusions</b></li> </ul>	<ul style="list-style-type: none"> <li>question to clarify</li> <li>reflect</li> <li>analyze</li> <li>draw conclusions</li> <li><b>summarize</b></li> <li><b>paraphrase</b></li> </ul>	<ul style="list-style-type: none"> <li>question to clarify</li> <li>reflect</li> <li>analyze</li> <li>draw conclusions</li> <li>summarize</li> <li>paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>question to clarify</li> <li>reflect</li> <li>analyze</li> <li>draw conclusions</li> <li>summarize</li> <li>paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>question to clarify</li> <li>reflect</li> <li>analyze</li> <li>draw conclusions</li> <li>summarize</li> <li>paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>question to clarify</li> <li>reflect</li> <li>analyze</li> <li>draw conclusions</li> <li>summarize</li> <li>paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>question to clarify</li> <li>reflect</li> <li>analyze</li> <li>draw conclusions</li> <li>summarize</li> <li>paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>question to clarify</li> <li>reflect</li> <li>analyze</li> <li>draw conclusions</li> <li>summarize</li> <li>paraphrase</li> </ul>
ST	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5	CA 2, 3 1.6 & 3.5
FR	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 3c,e, 4c, 6a, c, 5-8	I 3c, e, 4c, 6a, c, 5-8	I 3c, e, 4c, 6a, c, 5-8	I 3c, 4c, 9-12

1 Develop and apply skills and strategies to the reading process - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
I	Identify connections, with assistance, between <ul style="list-style-type: none"><li>• text ideas --- similarities and differences in various real and make-believe works (<b>fiction</b> and <b>non-fiction</b>)</li><li>• text ideas and own experiences</li></ul>	Identify connections between <ul style="list-style-type: none"><li>• text ideas --- similarities and differences in various fiction and non-fiction works, with assistance</li><li>• text ideas and own experiences</li></ul>	Identify connections between <ul style="list-style-type: none"><li>• text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works, with assistance</li><li>• text ideas and own experiences</li><li>• text ideas and the world, with assistance</li></ul>	Identify and explain connections between <ul style="list-style-type: none"><li>• text ideas --- information and relationships in various fiction and non-fiction works (<b>compare</b> and <b>contrast</b>)</li><li>• text ideas and own experiences</li><li>• text ideas and the world</li></ul>	Identify and explain connections between <ul style="list-style-type: none"><li>• text ideas --- information and relationships in various fiction and non-fiction works</li><li>• text ideas and own experiences</li><li>• text ideas and the world by demonstrating an awareness that literature reflects a <b>culture</b> and <b>historic time frame</b></li></ul>	Compare, contrast and analyze connections between <ul style="list-style-type: none"><li>• information and relationships in various fiction and non-fiction works</li><li>• text ideas and own experiences</li><li>• text ideas and the world by responding to literature that reflects a culture and historic time frame</li></ul>	Compare, contrast and analyze connections between <ul style="list-style-type: none"><li>• information and relationships in various fiction and non-fiction works</li><li>• text ideas and own experiences</li><li>• text ideas and the world by identifying how literature reflects a culture and historic time frame</li></ul>	Compare, contrast, analyze and <b>evaluate</b> connections between <ul style="list-style-type: none"><li>• information and relationships in various fiction and non-fiction works</li><li>• text ideas and own experiences</li><li>• text ideas and the world by identifying and explaining how literature reflects a culture and historic time frame</li></ul>	Compare, contrast, analyze and evaluate connections between <ul style="list-style-type: none"><li>• information and relationships in various fiction and non-fiction works</li><li>• text ideas and own experiences</li><li>• text ideas and the world by analyzing the relationship between literature and its historical period and culture</li></ul>	Compare, contrast, analyze and evaluate connections between <ul style="list-style-type: none"><li>• information and relationships in various fiction and non-fiction works</li><li>• text ideas and own experiences</li><li>• text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture</li></ul>
ST	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6	CA 2, 3, 7 1.5, 1.6, 1.9	CA 2, 3, 1.5, 1.6, 3.5, 1.9	CA 2, 3, 7 1.5, 1.6, 1.9	CA 2, 3, 7 1.5, 1.6, 1.9	CA 2, 3, 7 1.5, 1.6, 1.9
FR	I 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	I 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	I 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	I 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	I 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	I 1b, e, 5a-c, II 1c, f, III 2d, e, IV 2b-c, 5-8	I 1b, e, 5a-c, II 1c, f, III 2d, e, IV 2b-c, 5-8	I 1b, e, 5a-c, II 1c, f, III 2d, e, IV 2b-c, 5-8	I 1b, e, 5a-c, II 1c, f, III 2d, e, IV 2b-c, 5-8	I 1b-d, 4a-b, 5a-c, 6d, II 1d, III 2c & d, 3e, 4e, IV 2b-c, 9-12

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Locate and apply information in title, pictures and names of author and illustrator, with assistance	Locate and apply information in title, pictures and names of author and illustrator	Locate and apply specific information in title, pictures and table of contents	Locate and • apply information in title, table of contents and glossary • recognize the <b>text features</b> of fiction, poetry and drama in grade-level text	Locate • interpret and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text	Locate • interpret and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text	Locate • interpret and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text	Locate • interpret and apply information in title, table of contents and glossary • and recognize the format of fiction, poetry and drama in grade-level text	Locate • interpret and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text	Locate • interpret and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text
ST	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6
FR	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4	I 1a, 2 d, 5-8	I 1a, 2 d, 5-8	I 1a, 2 d, 5-8	I 1a, 2 d, 5-8
B	Respond to <b>rhythm, rhyme</b> and <b>alliteration</b> in oral reading of poetry and prose	Read and respond to rhythm, rhyme and alliteration in poetry and prose	Identify author's use of rhythm, rhyme and alliteration in poetry and prose, with assistance	Explain examples of <b>sensory details</b> and <b>figurative language</b> within the context of poetry and prose	Explain examples of sensory details and figurative language within the context of poetry and prose	Explain examples of figurative language in poetry and prose (emphasize <b>simile, metaphor</b> and <b>personification</b> )	Identify and explain figurative language in poetry and prose (emphasize <b>onomatopoeia</b> and alliteration)	Identify and explain figurative language in poetry and prose (emphasize <b>hyperbole, imagery</b> and <b>symbolism</b> )	Identify and explain figurative language in poetry and prose (emphasize <b>jargon, dialect</b> and <b>slang</b> )	Analyze and evaluate author's use of figurative language (emphasize <b>irony</b> ), imagery and <b>sound devices</b> in poetry and prose
ST	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6
FR	I 1i, 5e, K-4	I 1i, 5e, K-4	I 1i, 5e, K-4	I 1i, 5e, K-4	I 1i, 5e, K-4	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1a, III 3a, 9-12
C	Use details from text to identify <b>story elements</b> (main characters and problem)	Use details from text to identify • characters • problem • solutions • events in logical sequence	Use details from text to • make basic inferences about <b>setting</b> , characters and problem • predict solution • identify events in logical sequence	Use details from text to • make inferences about setting, <b>character traits</b> and problem and solution • make predictions • draw conclusions • compare and contrast characters and changes in problems and settings • identify the narrator • identify <b>cause and effect</b> • identify events from the beginning, middle and end • identify <b>author's purpose</b>	Use details from text to • make inferences about setting, character traits, problem and solution and story events • make predictions • draw conclusions • identify cause and effect • compare and contrast various elements • identify author's purpose	Use details from text to • make inferences about setting, character traits, problem and solution and story events • make predictions • draw conclusions • identify cause and effect • compare and contrast various elements • explain author's purpose	Use details from text to • analyze the influence of setting on characters, <b>plot</b> and resolution (conflict and climax) • explain cause and effect • identify <b>point of view</b> and <b>mood</b> • identify the problem-solving processes of characters and the effectiveness of solutions	Use details from text to • identify plot and <b>sub-plot, theme</b> and various types of <b>conflict</b> • analyze cause and effect • identify and explain point of view and mood • determine how an incident <b>foreshadows</b> a future event • evaluate the problem-solving processes of characters and the effectiveness of solutions	Use details from text to • analyze point of view, mood and theme • interpret actions, behaviors and motives of characters • evaluate problem-solving processes of characters, consequences of character's actions and effectiveness of solutions	Use details from text to • analyze character, plot, setting, point of view and development of theme • evaluate proposed solutions • analyze the development of a theme across genres • evaluate the effect of author's <b>style</b> and complex literary techniques (including <b>tone</b> )
ST	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 2.4, 3.1, 3.5	CA 2 1.5, 1.6, 2.4, 3.1, 3.5	CA 2 1.6, 2.4, 3.1, 3.4, 3.5, 3.7	CA 2 1.6, 2.4, 3.1, 3.4, 3.5, 3.7	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.8, 3.1	CA 2 1.6, 2.4, 3.4, 3.5, 3.7, 3.1	CA 2 1.6, 2.4, 3.5, 3.7, 3.8, 3.1
FR	I 3b, II 1b & g, , III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 3b, II 1b & g, , III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 3b, II 1b & g, , III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 3b, II 1b & g, , III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 3b, II 1b & g, , III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 3b, II 1b & g, , III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8	I 1d-c, 3c, II 1b, 1d, 2a, 1e, III 1a, g-h, 2a-b, IV 2b-c, 5-8	I 1a-d, 4a, 6d, III 1a,e & h, 2a-c, 3a-d, 1h, IV 2b, 9-12

<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>										
	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>	<b>GRADE 9-12</b>
<b>A</b>	Develop an awareness that text and pictures provide information	Identify and explain information in text, pictures, title and charts	Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to answer questions	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas	Analyze text features in newspapers and magazines to clarify meaning	Analyze the features of consumer texts, such as product information and instructional data to clarify meaning	Evaluate the author's use of text features to clarify meaning	Evaluate the author's use of text features to clarify meaning in multiple primary and/or secondary sources
<b>Text Features</b>										
<b>ST</b>	<b>CA 3 1.6</b>	<b>CA 3 1.6</b>	<b>CA 3 1.6</b>	<b>CA 3 1.6</b>	<b>CA 3 1.6</b>	<b>CA 3 1.6</b>	<b>CA 3 1.6</b>	<b>CA 3 1.6</b>	<b>CA 3 1.6, 2.4</b>	<b>CA 3 1.6, 2.4</b>
<b>FR</b>	I 2g, II 2f, K-4	I 2g, II 2f, K-4	I 2g, II 2f, K-4	I 2g, II 2f, K-4	I 2g, II 2f, K-4	I 2g, II 2f, K-4	I 6a, 3g, 5-8	I 6a, 3g, 5-8	I 6a, 3g, 5-8	I 3e, 6d, 9-12
<b>B</b>	Respond to rhythm, rhyme and alliteration in oral reading of nonfiction text	Read and respond to rhythm, rhyme and alliteration in nonfiction text	Identify and explain author's use of rhythm, rhyme and alliteration in nonfiction text	Explain examples of sensory details and figurative language within the context of nonfiction text	Explain examples of sensory details and figurative language within the context of nonfiction text	Identify and explain figurative language in nonfiction text (emphasize simile, metaphor and personification)	Identify and explain figurative language in nonfiction text (emphasize onomatopoeia and alliteration)	Identify and explain figurative language in nonfiction text (emphasize hyperbole, imagery and symbolism)	Identify and explain figurative language in nonfiction text (emphasize jargon, dialect and slang)	Analyze and evaluate author's use of figurative language (emphasize irony), imagery and sound devices in nonfiction text
<b>Literary Devices</b>										
<b>ST</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>
<b>FR</b>	I 5e, IV 3c, K-4	I 5e, IV 3c, K-4	I 5e, IV 3c, K-4	I 5e, IV 3c, K-4	I 5e, IV 3c, K-4	I 5e, IV 3c, K-4	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1c & II 1d, 5-8	I 1a, 4a, 6d, III 3a, 9-12

### 3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times - - - continued

	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
<b>C</b>	In response to text <ul style="list-style-type: none"> <li>• develop questions to clarify meaning</li> <li>• answer questions</li> <li>• and discuss text</li> <li>• recognize important information</li> <li>• identify supporting details</li> </ul>	Use details from text to <ul style="list-style-type: none"> <li>• ask questions to clarify understanding</li> <li>• recognize important information in text</li> <li>• identify main ideas</li> <li>• identify supporting details</li> </ul>	Use details from text to <ul style="list-style-type: none"> <li>• ask questions to clarify understanding</li> <li>• identify main ideas and provide support</li> <li>• retell sequence of events</li> <li>• make basic inferences about problems and solutions</li> </ul>	Use details from text to <ul style="list-style-type: none"> <li>• answer questions</li> <li>• retell main idea and important details</li> <li>• organize a sequence of events</li> <li>• identify simple cause and effect</li> <li>• draw conclusions</li> <li>• compare and contrast texts</li> <li>• identify author's purpose for writing text</li> <li>• make inferences about problems and solutions</li> </ul>	Use details from text to <ul style="list-style-type: none"> <li>• retell main ideas</li> <li>• organize a sequence of events</li> <li>• identify cause and effect</li> <li>• draw conclusions</li> <li>• compare and contrast texts</li> <li>• make predictions</li> <li>• make inferences</li> <li>• distinguish between fact and opinion</li> <li>• identify and explain author's purpose</li> <li>• make inferences about problems and solutions</li> </ul>	Use details from text to <ul style="list-style-type: none"> <li>• restate main idea and supporting details</li> <li>• sequence events</li> <li>• identify and explain cause and effect</li> <li>• compare and contrast</li> <li>• make predictions</li> <li>• make inferences</li> <li>• evaluate the accuracy of the information</li> <li>• identify and interpret author's ideas and purpose</li> <li>• make inferences about problems and solutions</li> </ul>	Use details from text to <ul style="list-style-type: none"> <li>• paraphrase author's stated ideas</li> <li>• make predictions</li> <li>• make inferences</li> <li>• evaluate the accuracy of the information</li> <li>• identify and interpret author's purpose, slant and bias</li> <li>• respond to two or more sources</li> <li>• sequence events</li> <li>• compare and contrast details</li> <li>• identify and explain cause and effect</li> <li>• identify problem solving processes and explain the effectiveness of solutions</li> </ul>	Use details from text to <ul style="list-style-type: none"> <li>• summarize author's ideas</li> <li>• make predictions</li> <li>• make inferences</li> <li>• evaluate the accuracy of the information</li> <li>• analyze <b>propaganda techniques</b></li> <li>• analyze two or more nonfiction texts</li> <li>• sequence events</li> <li>• compare and contrast</li> <li>• identify and explain cause and effect</li> <li>• compare author's viewpoint and provide support</li> <li>• identify problem solving processes and explain the effectiveness of solutions</li> </ul>	Use details from text to <ul style="list-style-type: none"> <li>• evaluate adequacy of evidence presented by author</li> <li>• determine author's purpose based on text analysis</li> <li>• analyze the text for <ul style="list-style-type: none"> <li>&gt; word choice and <b>connotation</b></li> <li>&gt; selection of details</li> <li>&gt; organizational effectiveness</li> <li>&gt; accuracy of information</li> </ul> </li> <li>• analyze multiple texts <ul style="list-style-type: none"> <li>&gt; compare and contrast</li> <li>&gt; determine importance of information</li> <li>&gt; analyze authors' viewpoints <ul style="list-style-type: none"> <li>▪ identify problem solving processes and explain the effectiveness of solutions</li> </ul> </li> </ul> </li> </ul>	Use details from text to <ul style="list-style-type: none"> <li>• analyze and evaluate the logic, reasonableness, and audience appeal of arguments in texts</li> <li>• identify and analyze faulty reasoning and unfounded inferences</li> <li>• evaluate for accuracy and adequacy of evidence</li> <li>• analyze and evaluate the author's use of information and logic to express his or her ideas through <ul style="list-style-type: none"> <li>&gt; word choice</li> <li>&gt; comprehensiveness of detail selection</li> <li>&gt; organizational patterns <ul style="list-style-type: none"> <li>▪ evaluate proposed solutions</li> </ul> </li> </ul> </li> </ul>
<b>ST</b>	CA 3 1.6, 2.4, 3.5	CA 3 1.6, 2.4, 3.5	CA 3 1.6, 2.4, 3.5, 3.1	CA 3 1.6, 2.4, 3.5, 3.7, 3.1	CA 3 1.6, 2.4, 3.1, 3.5	CA 3 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6	CA 3 1.6, 1.7, 2.4, 3.1, 3.5, 3.6, 3.4	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4
<b>FR</b>	I 3c, II 1f, III 2e-f, 3a, K-4	I 3c, II 1f, III 2e-f, 3a, K-4	I 3c, II 1f, III 2e-f, 3a, K-4	I 3c, II 1f, III 2e-f, 3a, K-4	I 3c, II 1f, III 2e-f, 3a, K-4	I 1c-d, 3a-c, f, III 3e, 5-8	I 1c-d, 3a-c, f, III 3e, 5-8	I 1c-d, 3a-c, f, III 3e, 5-8	I 1c-d, 3a-c, f, III 3e, 5-8	I 1d, 3a, d, f, III 1a, e, f, & h, 3h & IV 2a, 3a, 1f, 9-12



3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
D Understanding Directions	Follow a simple pictorial/written direction, with assistance	Read and follow a simple direction to perform a task	Read and follow simple directions to perform a task	Read and follow two- and three-step directions to complete a simple task	Read and follow three- and four-step directions to complete a task	Read and follow multi-step directions to complete a task	Read and follow multi-step directions to complete a <b>complex task</b>	Read and follow multi-step directions to a complete a complex task	Read and follow multi-step directions to complete a complex task	Read and apply multi-step directions to perform complex procedures and/or tasks
	ST CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6	CA 3 1.5, 1.6
FR	I 3e, K-4	I 3e, K-4	I 3e, K-4	I 3e, K-4	I 3e, K-4	I 6a, 5-8	I 6a, 5-8	I 6a, 5-8	I 6a, 5-8	

1 Apply a writing process in composing text										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	<p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>• generate a <b>draft</b> through pictures and words</li> <li>• revise text, with assistance, to make oral idea match written text and edit by crossing out letters or words and making substitutions</li> <li>• publish or share stories with assistance</li> </ul>	<p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>• brainstorm and record ideas in written form</li> <li>• generate a draft in written form</li> <li>• revise by adding detail and deleting unnecessary information, with assistance</li> <li>• edit and proofread for capitalization and punctuation in sentences, with assistance</li> <li>• publish writing with assistance</li> </ul>	<p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>• utilize a simple <b>graphic organizer</b> in prewriting</li> <li>• generate a draft</li> <li>• reread and revise work (with/without assistance)</li> <li>• edit and proofread for capitalization and ending punctuation</li> <li>• publish writing with assistance</li> </ul>	<p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>• independently use a simple graphic organizer in pre-writing</li> <li>• generate a draft</li> <li>• routinely reread and revise work</li> <li>• routinely edit and proofread for capitalization and punctuation</li> <li>• independently publish writing</li> </ul>	<p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>• independently use a simple graphic organizer in prewriting</li> <li>• generate a draft</li> <li>• routinely revise, edit and proofread</li> <li>• independently publish writing</li> </ul>	<p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>• organize information in a graphic organizer</li> <li>• apply writing process to write effectively in various forms and <b>types of writing</b></li> </ul>	<p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>• choose and use an appropriate graphic organizer</li> <li>• apply writing process to write effectively in various forms and types of writing</li> </ul>	<p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>• create appropriate graphic organizers to provide a structure for information</li> <li>• apply writing process to write effectively in various forms and types of writing</li> </ul>	<p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>• create a variety of appropriate graphic organizers</li> <li>• apply writing process to write effectively in various forms and types of writing</li> </ul>	<p>Follow a writing process to</p> <ul style="list-style-type: none"> <li>• independently create appropriate graphic organizers as needed</li> <li>• apply writing process to write effectively in various forms and types of writing</li> </ul>
ST	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8	II 1g, 4a, 6d, III 1j, 4a, IV 3e, 5-8	I 3b, II 4a, c-f, III 4a-d, IV 3b, 9-12

2 Compose well-developed text using standard English conventions										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	<p>Form letters correctly, using left-to-right <b>directionality</b></p>	<p>Print upper- and lower-case letters legibly, using left-to-right, top-to-bottom <b>directionality</b> and correct spacing between letters and words</p>	<p>Create legible compositions with correct spacing between letters in a word and words in a sentence</p>	<p>Create legible compositions with correct spacing between words in a sentence and in margins</p>						
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2						
FR	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4						

2 Compose well-developed text using standard English conventions - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
<b>B</b>	Capitalize first letters of own first and last names	Capitalize names of people and beginning words of sentences	Use conventions of capitalization in written text • days of week • names of towns, cities, states	Use conventions of capitalization in written text • months of year • titles of individuals • greeting and closing of letter	Use conventions of capitalization in written text • holidays • names of counties and countries	Use conventions of capitalization in written text • titles (books, stories, poems) • proper nouns (departments of government, school subjects)	Use conventions of capitalization in written text • proper nouns (team names, companies, schools and institutions) • proper adjectives • first word of direct quotations	Use conventions of capitalization in written text • titles (magazines, newspapers, songs, works of art) • proper nouns (brand names of products, nationalities)	Use conventions of capitalization in written text • within divided quotes • for historical periods and events • geological eras • scientific terms	Use conventions of capitalization in written text
<b>Capitalization</b>										
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2
FR	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	
<b>C</b>	In composing text, use period at end of sentence, with assistance	In composing text, use period at end of sentence	In composing text, use • correct ending punctuation in declarative and interrogative sentences • comma in dates	In composing text, use • correct ending punctuation in imperative and exclamatory sentences • comma in the greeting and closing of a letter	In composing text, use • comma in a series • comma between city and state • apostrophe in contractions • apostrophe in singular possessives, with assistance	In composing text, use • comma in compound sentences • apostrophe in singular possessives	In composing text, use • apostrophe in irregular and plural possessives • quotation marks in dialogue, with assistance	In composing text, use • comma rules for punctuating various sentence structures • correct format in writing titles • quotation marks in dialogue • colons in business letter salutations	In composing text, use • colon and semi-colon • hyphens to divide words into syllables at end of line	In composing text, use • correct formatting (e.g., quotation marks, italics and underlining) in <b>citations</b> • hyphens for compound adjectives
<b>Punctuation</b>										
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2
FR	I 6a, II 2i, 4b, 6c-d & g, K-4	I 6a, II 2i, 4b, 6c-d & g, K-4	I 6a, II 2i, 4b, 6c-d & g, K-4	I 6a, II 2i, 4b, 6c-d & g, K-4	I 6a, II 2i, 4b, 6c-d & g, K-4	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 6a, 9-12
<b>D</b>		Use parts of speech correctly in written text • naming words (nouns) • action words (verbs)	Use parts of speech correctly in written text • descriptive words (adjectives) • substitute pronouns for nouns	Use parts of speech correctly in written text • verbs that agree with the subject • words that answer when, where, why and how questions (adverbs) • words to compare (adverbs)	Use parts of speech correctly in written text • verbs that agree with compound subject • connecting words to link ideas (conjunctions)	Use parts of speech correctly in written text • verb tense • adjective forms	Use parts of speech correctly in written text • prepositional phrases • appositives	Use parts of speech correctly in written text • pronouns and <b>antecedents</b> • consistent verb tense	Use parts of speech correctly in written text • <b>pronoun case</b> • adverb forms	Use parts of speech correctly in written text
<b>Parts of Speech</b>										
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2
FR	II 4b, 6c & f-g, K-4	II 4b, 6c & f-g, K-4	II 4b, 6c & f-g, K-4	II 4b, 6c & f-g, K-4	II 4b, 6c & f-g, K-4	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 6a-b, 9-12

2 Compose well-developed text using standard English conventions - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
E	In writing, use <ul style="list-style-type: none"> <li>• correct spelling of own first and last names</li> <li>• <b>semi-phonetic spelling</b></li> </ul>	In writing, use <ul style="list-style-type: none"> <li>• correct spelling of CVC words and high-frequency words</li> <li>• <b>phonetic spelling</b></li> <li>• classroom resources to verify correct spelling</li> </ul>	In writing, use <ul style="list-style-type: none"> <li>• correct spelling of words with simple spelling patterns and high-frequency words</li> <li>• <b>transitional spelling</b></li> <li>• classroom resources to verify correct spelling</li> </ul>	In writing, use <ul style="list-style-type: none"> <li>• correct spelling of simple compounds, homophones, contractions and words with affixes</li> <li>• standard spelling</li> <li>• classroom resources and dictionary to verify correct spelling</li> </ul>	In writing, use <ul style="list-style-type: none"> <li>• correct spelling of grade-level frequently used words</li> <li>• spelling strategies and patterns</li> <li>• classroom resources and dictionary to verify correct spelling</li> </ul>	In writing, use <ul style="list-style-type: none"> <li>• correct spelling of grade-level frequently-used words</li> <li>• spelling strategies and patterns</li> <li>• classroom resources and dictionary to verify correct spelling</li> </ul>	In writing, use <ul style="list-style-type: none"> <li>• correct spelling of grade-level frequently-used words</li> <li>• classroom resources and dictionary to verify correct spelling</li> </ul>	In writing, use dictionary, spell-check and other resources to spell correctly	In writing, use dictionary, spell-check and other resources to spell correctly	In writing, use dictionary, spell-check and other resources to spell correctly
ST	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2
FR	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 4d, 6a, III 4d, 5-8	II 4d, 6a, III 4d, 5-8	II 4d, 6a, III 4d, 5-8	II 6a-b, III 1j, 9-12
F	In composing text, write sentences with assistance	In composing text, write simple sentences	In composing text, identify and write sentences: <ul style="list-style-type: none"> <li>• <b>declarative</b></li> <li>• <b>interrogative</b></li> </ul>	In composing text, identify and write sentences: <ul style="list-style-type: none"> <li>• declarative</li> <li>• interrogative</li> <li>• <b>imperative</b></li> <li>• <b>exclamatory</b></li> </ul>	In composing text, <ul style="list-style-type: none"> <li>• use complete declarative, interrogative, imperative and exclamatory sentences</li> <li>• identify and write compound sentences</li> </ul>	In composing text, <ul style="list-style-type: none"> <li>• write compound sentences</li> <li>• identify and eliminate <b>fragments</b> in writing</li> </ul>	In composing text, use <ul style="list-style-type: none"> <li>• a variety of <b>sentence structures</b></li> <li>• precise and vivid language</li> </ul>	In composing text, use <ul style="list-style-type: none"> <li>• complex sentences</li> <li>• precise and vivid language</li> <li>• editing to eliminate <b>run-on sentences</b></li> <li>• <b>cohesive devices</b> &gt;transitions</li> </ul>	In composing text, use <ul style="list-style-type: none"> <li>• precise and vivid language</li> <li>• cohesive devices &gt;transitions &gt;repetition &gt;parallelism</li> <li>• editing to eliminate fragments</li> <li>• repetition for effect</li> <li>• <b>parallel structure</b></li> </ul>	In composing text, use <ul style="list-style-type: none"> <li>• a variety of sentence structures</li> <li>• cohesive devices</li> <li>• <b>active voice</b></li> </ul>
ST	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2	CA 1 1.6, 2.1, 2.2
FR	II 4b, K-4	II 4b, K-4	II 4b, K-4	II 4b, K-4	II 4b, K-4	II 4b, K-4	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 4d, 6b, III 4d, 5-8	II 6a, 9-12

3 Write effectively in various forms and types of writing										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Plan and tell stories (through pictures and words) about familiar experiences and events, with teacher assistance	Write <b>narrative</b> text that includes related sentences	Write narrative text that <ul style="list-style-type: none"><li>• records a series of events in chronological order</li><li>• contains story elements</li></ul>	Write narrative text that contains <ul style="list-style-type: none"><li>• a beginning, middle and end</li><li>• relevant details to develop the main idea</li><li>• a clear controlling idea</li><li>• precise and descriptive language</li></ul>	Write narrative text that <ul style="list-style-type: none"><li>• moves through a logical sequence of events</li><li>• includes details to develop the plot, characters and setting</li></ul>	Write personal narrative text that <ul style="list-style-type: none"><li>• chronicles a sequence of events</li><li>• focuses on the development of a single event</li></ul>	Write a personal narrative that <ul style="list-style-type: none"><li>• chronicles a sequence of three or more events</li><li>• includes sensory detail and dialogue</li></ul>	Write about personal experiences and revise by adding details and literary devices such as metaphors, <b>analogies</b> and symbols	Write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols	Write a personal narrative for real-life experiences (e.g., scholarships, applications and post-secondary/ college essays)
Narrative and Descriptive Writing										
ST	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1, 4.8
FR	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 6d, III 4c, IV 3f, 5-8	II 6d, III 4c, IV 3f, 5-8	II 6d, III 4c, IV 3f, 5-8	II 6d, III 4c, IV 3f, 5-8	II 4e, 3a, 9-12
B			Identify important information in text	Identify information in written text to complete an organizer	Identify concepts and ideas in written text to complete an organizer	Use a <b>note-taking</b> system to organize information from written text	Use a note-taking system to organize information from oral presentations and written text	Use a variety of note-taking methods to organize information	Select and use an appropriate method for note-taking	Routinely use an appropriate method for note-taking
Note-Taking										
ST			CA 2, 3, 4 1.6, 1.8	CA 2, 3, 4 1.6, 1.8	CA 2, 3, 4 1.6, 1.8	CA 2, 3, 4 1.6, 1.8	CA 2, 3, 4 1.6, 1.8	CA 2, 3, 4 1.6, 1.8	CA 2, 3, 4 1.6, 1.8	CA 2, 3, 4 1.6, 1.8, 4.8
FR			I 3h-i, II 4c, K-4	I 3h-i, II 4c, K-4	I 3h-i, II 4c, K-4	I 3d, II 4a, 5-8	I 3d, II 4a, 5-8	I 3d, II 4a, 5-8	I 3d, II 4a, 5-8	II 5d, III 1c, 9-12

3 Write effectively in various forms and types of writing - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
C	Plan and tell an idea through pictures and words using factual information, with teacher assistance	Write <b>expository text</b> with related sentences	Write expository text, with assistance, with <ul style="list-style-type: none"> <li>• a main idea</li> <li>• supporting details</li> </ul>	Write expository text with <ul style="list-style-type: none"> <li>• a main idea</li> <li>• three or more supporting details</li> </ul>	Write expository and <b>persuasive</b> paragraphs with <ul style="list-style-type: none"> <li>• a main idea or point to prove</li> <li>• three or more supporting details</li> <li>• a <b>concluding sentence</b></li> </ul>	Write expository and persuasive paragraphs (emphasizing compare/contrast) with <ul style="list-style-type: none"> <li>• an effective <b>topic sentence</b> or a point to prove</li> <li>• three or more supporting sentences</li> <li>• a concluding sentence</li> </ul>	Write expository and persuasive <ul style="list-style-type: none"> <li>• paragraphs (including cause/effect) with <ul style="list-style-type: none"> <li>&gt; a strong controlling idea</li> <li>&gt; supporting and concluding sentences</li> <li>&gt; appropriate logical sequence</li> <li>&gt; relevant details, facts and/or examples from one or more sources</li> </ul> </li> <li>• <b>multi-paragraph essays</b></li> </ul>	Write expository and persuasive <ul style="list-style-type: none"> <li>• paragraphs (including compare/contrast and cause/effect) with <ul style="list-style-type: none"> <li>&gt; a strong controlling idea</li> <li>&gt; supporting and concluding sentences</li> <li>&gt; appropriate logical sequence</li> <li>&gt; effective writing techniques (e.g., imagery, humor, point of view and voice)</li> </ul> </li> <li>• multi-paragraph essays drawing from a variety of sources</li> <li>• responses to literature that show an understanding of theme and characters, using details/examples from the text as support</li> </ul>	Write <ul style="list-style-type: none"> <li>• multi-paragraph expository and persuasive essays (including problem/solution) with <ul style="list-style-type: none"> <li>&gt; a <b>thesis statement</b></li> <li>&gt; supporting details/examples</li> <li>&gt; evidence that readers' concerns and arguments have been anticipated and addressed</li> </ul> </li> <li>• effective multi-paragraph expository essays drawing from a variety of sources</li> <li>• a logical response to a newspaper/magazine article, editorial, advertisement, political cartoon or news program that includes supporting evidence from text</li> </ul>	Write <ul style="list-style-type: none"> <li>• multi-paragraph informative and persuasive essays with <ul style="list-style-type: none"> <li>&gt; an effective thesis statement</li> <li>&gt; effective paragraphing</li> <li>&gt; convincing elaboration through specific and relevant details</li> <li>&gt; originality (freshness of thought) and individual perspective</li> <li>&gt; individual style and voice</li> <li>&gt; complex ideas in a sustained and compelling manner</li> </ul> </li> <li>• multi-paragraph texts that <ul style="list-style-type: none"> <li>&gt; interpret, evaluate or persuade</li> <li>&gt; use specific <b>rhetorical devices</b></li> <li>&gt; use relevant evidence to defend a position</li> </ul> </li> <li>• a <b>reflective paper</b> that compares specific incidents and themes</li> <li>• an analysis and/or evaluation on the use of imagery, language, themes, <b>stylistic devices</b> and tone in literature</li> </ul>
	Expository and Persuasive Writing									
ST	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 2, 4 1.8, 2.1, 4.1	CA 2, 3, 4 1.8, 2.1, 4.1	CA 2, 3, 4 1.8, 2.1, 4.1
FR	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	II 1c, 6d, III 4c, IV 3f, 5-8	II 1c, 6d, III 4c, IV 3f, 5-8	II 1c, 6d, III 4c, IV 3f, 5-8	II 1a-d, II 2a, 3a, IV 2d, 3g, 9-12

3 Write effectively in various forms and types of writing - - - continued										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
<b>D</b>						Write a summary/re-tell the main ideas of written text	Write summaries of text from magazines, newspapers and/or informational articles	Write a multi-paragraph summary of a newspaper/ magazine article, editorial or news program that includes supporting evidence from text	Summarize two or more articles and write a brief informational paper integrating supporting information from both sources	Write <ul style="list-style-type: none"> <li>a multi-paragraph text that summarizes large amounts of information clearly and concisely</li> <li>complete research papers/projects that develop a thesis, contain information from multiple sources and conform to a <b>style manual</b> (e.g., APA, MLA)</li> </ul>
<b>Summary Writing</b>										
<b>ST</b>										
<b>FR</b>						CA 2, 3, 4 1.6, 2.1, 3.5	CA 2, 3, 4 2.1, 3.5	CA 2, 3, 4 1.2, 2.1, 3.5, 4.1	CA 2, 3, 4 1.2, 2.1, 3.5, 4.1	CA 2, 3, 4 1.2, 2.1, 3.5, 4.1
						II 1a, 2a, b, 5-8	II 1a, 2a, b, 5-8	II 1a, 2a, b, 5-8	II 1a, 2a, b, 5-8	II 1a–c, 2a, 9-12
<b>E</b>	Develop an awareness of <b>audience</b> and <b>purpose</b> in composing text, with assistance	Identify <ul style="list-style-type: none"> <li>different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)</li> <li>audience and compose text, with assistance</li> </ul>	Write simple friendly letters, messages, and directions for making or doing something, considering a given audience	Write informational reports, diary/journal entries and friendly letters that address an intended audience and purpose	Write informational reports, diary/journal entries, organized friendly letters, thank-you letters and invitations in a format appropriate to an intended audience and purpose	Write well-organized communications in a selected form appropriate to a specific audience (e.g., parents, friend, younger child) and purpose	Summarize information and construct a <b>workplace communication</b> , such as a memo or set of simple instructions, appropriate to topic and specific audience	Compose texts <ul style="list-style-type: none"> <li>that contain a created chart, graph and/or other graphic organizer based on printed information</li> <li>and write a <b>formal business letter</b> and address an envelope</li> <li>that address two different audiences and purposes using appropriate forms (e.g., explain the differences between seventh grade and second grade to a parent and to a second grader)</li> </ul>	Compose texts <ul style="list-style-type: none"> <li>for a workplace communication (e.g., memo or letter) that includes summaries, directives, meeting minutes and/or complaints or concerns</li> <li>that address the same topic from two points of view, using appropriate forms (e.g., interpret a school rule from the perspective of an adult and a student)</li> </ul>	Compose texts <ul style="list-style-type: none"> <li>for a variety of career and workplace communications (e.g., job application, <b>résumé</b>, cover letter, college application essay, thank-you note, follow-up note, forms, project proposal, brochure and/or concise directions)</li> <li>for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view</li> </ul>
<b>Audience and Purpose</b>										
<b>ST</b>										
<b>FR</b>	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	II 2c. 3a-b, 4a, c, III 4e, IV 3a, c, 5-8	II 2c. 3a-b, 4a, c, III 4e, IV 3a, c, 5-8	II 2c. 3a-b, 4a, c, III 4e, IV 3a, c, 5-8	II 2c. 3a-b, 4a, c, III 4e, IV 3a, c, 5-8	I 5d, II 3a-c, IV 2d, 3e, 9-12

1 Develop and apply effective listening skills and strategies										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
<b>A</b>	Listen • for enjoyment • for information • for simple directions, with teacher assistance	Listen • for enjoyment • for information • for simple directions to follow	Listen • for enjoyment • for information • to solve problems • for directions to complete a simple task	Listen • for enjoyment • for information • to distinguish fact from opinion • for directions to complete a two- or three-step task	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and <b>nonverbal communication</b>	Listen • for enjoyment • for information • for directions • to identify and interpret tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • critically to recognize and interpret propaganda techniques	Listen • for enjoyment • for information • for directions • and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing) • to recognize how <b>colloquialisms</b> and jargon reflect context, regions and cultures	Listen • for enjoyment • for information • for directions • critically to summarize and evaluate communications that inform, persuade and entertain • to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria • to evaluate the <b>validity</b> and <b>reliability</b> of speaker's message
ST	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10
FR	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	II 5b, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	II 3b, 4f, III 1b-c, f, 3a, c & f-h, IV 1b, 3a, 9-12
<b>B</b>	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers)	Use <b>active-listening behaviors</b> (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
ST	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5
FR	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	II 5b, III 1c, IV 1e, 5-8	II 5b, III 1c, IV 1e, 5-8	II 5b, III 1c, IV 1e, 5-8	II 5b, III 1c, IV 1e, 5-8	II 5b, III 1b, IV 1c-d, 9-12



2 Develop and apply effective speaking skills and strategies for various audiences and purposes										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
<b>A</b>	When sharing ideas or experiences	Speak clearly when sharing ideas and asking questions in small and large groups	Speak at an appropriate volume and maintain a clear focus when sharing ideas	Speak clearly, stay on topic and use appropriate volume and <b>pace</b> when sharing ideas	In discussions and presentations,	In discussions and presentations,	In discussions and presentations,	In discussions and presentations, use	In discussions and presentations,	In discussions and presentations,
	<ul style="list-style-type: none"> <li>• speak audibly</li> <li>• use age-appropriate vocabulary</li> </ul>				<ul style="list-style-type: none"> <li>• present ideas in a logical sequence</li> <li>• identify and apply appropriate speaking techniques such as volume control, pace and eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• give organized presentations that demonstrate a clear viewpoint</li> <li>• select and use appropriate public speaking techniques such as rate, pace and <b>enunciation</b></li> </ul>	<ul style="list-style-type: none"> <li>• speak clearly and stay on topic</li> <li>• use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• designated time constraints</li> <li>• media</li> <li>• organized notes</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate body language</li> <li>• incorporate media or technology</li> <li>• respond to questions</li> </ul>	<ul style="list-style-type: none"> <li>• create concise presentations on a variety of topics</li> <li>• incorporate appropriate media or technology</li> <li>• respond to feedback</li> <li>• defend ideas</li> <li>• demonstrate <b>poise</b> and self-control</li> </ul>
ST	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6
FR	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4d & i, IV 1c, 3a, 9-12
<b>B</b>	Give simple oral directions with teacher assistance	Give simple oral directions	Give clear oral directions to complete a simple task	Give clear two- and three-step oral directions to complete a simple task	Give clear and concise three- and four-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to perform complex procedures and/or tasks
ST	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3
FR	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 3c, 6a, 9-12

1 Develop and apply effective research process skills to gather, analyze and evaluate information										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADES 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Develop awareness of resources on topics of interest	Find resources on topics of interest, with assistance	Formulate <b>keywords</b> and questions, with assistance, to locate resources on topics of interest	Formulate keywords and questions to investigate topics	Formulate and research keywords and questions to establish a focus and purpose for inquiry	Develop research questions in order to establish a focus and purpose for a project	Develop questions and statements of purpose to guide research	Develop a <b>research plan</b> , with assistance, to guide investigation and research of focus questions	Develop a research plan to guide investigation and research of focus questions	Develop an appropriate research plan to guide investigation and research of focus questions
ST	CA 2, 3 1.1, 1.2	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4, 4.5	CA 2, 3 1.1, 1.4, 4.5	CA 2, 3 1.1, 1.4, 4.5
FR	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8	I 2a-b, IV 2d, 9-12
B			Locate information on keywords and questions in provided resources, with assistance	Locate information on keywords in provided resources	Locate and use various resources to find information on keywords and questions	Locate and use various resources to acquire information to answer questions	Locate and use multiple resources to	Locate and use multiple resources to	Locate and use <b>primary</b> and <b>secondary sources</b> to	Locate and use multiple primary and secondary sources to
ST			CA 2, 3 1.2, 1.4	CA 2, 3 1.2, 1.4, 1.6	CA 2, 3 1.2, 1.4, 1.6	CA 2, 3 1.2, 1.4, 1.7	CA 2, 3 1.2, 1.4, 1.7	CA 2, 3 1.2, 1.4, 1.7	CA 2, 3 1.2, 1.4, 1.7	CA 2, 3 1.2, 1.4, 1.7
FR			I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2d-e, 3a, III 1d, IV 1e, 9-12
C					Identify relevant information and record main ideas and important details in own words	Use a specified note-taking format to record relevant information	Record relevant information using a variety of note-taking and <b>organizational strategies</b>	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a self-selected note-taking or organizational strategy	Record relevant information from multiple primary and secondary sources
ST					CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8
FR					I 3f, IV 1e, K-4	I 3d, 5-8	I 3d, 5-8	I 3d, 5-8	I 3d, 5-8	III 1d, 9-12
D	Develop awareness, through discussion, that credit is to be given for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information	Informally give credit for others' ideas, images and information found in various resources	Informally give credit for others' ideas, images and information found in various resources	Give credit for others' ideas, images and information by listing sources used in research	Define " <b>plagiarism</b> " and document research sources	Document research sources using a given citation format	Document research sources using a given citation format	Document sources of information using a standard citation format
ST	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4
FR	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	II 3a, IV 3f-g, 9-12

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media										
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9-12
A	Identify, with assistance, topics of messages conveyed through oral and visual <b>media</b>	Identify, with assistance, simple messages conveyed through oral and visual media	Identify, with assistance, intended messages conveyed through oral and visual media	Identify intended messages conveyed through oral and visual media	Identify and explain intended messages conveyed through oral and visual media	Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain <b>media techniques</b> used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Analyze, describe and evaluate the elements of messages projected in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
ST	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7
FR	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 1b, 2d, III 3h-I, 9-12